

Appendix A: Title III - Enrollment Status Descriptors		
ELL Participation in District-Wide Assessments Systems		
	CURRENT ELL STUDENTS	TRANSITIONED ELLs
	<i>Identification/Placement or Growth measure</i>	
Student's language Descriptors	Pre-production/Early Production/Speech Emergence	Intermediate Fluency
English Language Fluency Levels	Scores non-English proficient (NEP) on ANY part of the assessment	Scores limited English proficient on ALL parts of the assessment or a COMBINATION of limited and proficient
English Language Proficiency Testing	Scores non-English proficient (NEP) on ANY part of the assessment	Scores limited English proficient on ALL parts of the assessment or a COMBINATION of limited and proficient
Instructional Services	Receive/Participate in: <ul style="list-style-type: none"> Newcomer/Orientation Two-Way Bilingual Education, Dual Language Instruction, Bilingual Immersion, or Developmental Bilingual Education (DBE) Transitional Bilingual Education (TBE) Foreign Language Immersion Direct ESL Services (ESL pull-out, ESL class period, or ESL resource center) <i>Special Alternative Instructional Program (SAIP) (Also known as Structured Immersion, Immersion Strategy, Sheltered English Instruction, Specially Designed Alternative Instruction in English (SDAIE), or Content-Based Programs)</i> <i>Inclusion Model/Push-in</i> <i>Content area support</i> Tutor/Native language support Mainstream classroom instruction (to the extent practicable) 	Receive/Participate in: <ul style="list-style-type: none"> Some ESL support Flexible scheduling and instruction In-class support Tutoring Etc.
General Achievement Levels	Performance in content areas may be below grade level	Performance in content areas may be near to or at grade level.
 <p>Accommodations in assessment and delivery of instruction</p>		
		ACCOMMODATIONS decisions are made on an individual basis. If no accommodations are needed, include in the assessments as general education students.

EXITED

There is NO need for additional second language support.

Satisfies the District's exit criteria and has been exited from the transitional stage. The student is NO longer classified as an ELL at the LEA.

Performance in content areas is AT grade level.

Participates in the District-wide assessments WITHOUT accommodations

